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ABSTRACT

This first volume in a three-part series intended to follow the Quinmester course "Survive a Russian Party" prescribes broad goals and performance objectives for the development of listening, reading, speaking, and writing skills. Students practice conversational skills in Russian over the telephone, discuss everyday activities from writing to playing soccer, and plan a Russian-style picnic in the mountains. Basic grammatical structures include the use of nouns, pronouns, and verbs. A vocabulary list and references are included. For the companion documents, see FL 003 641 and FL 003 643. (RL)

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ED 070340

AUTHORIZED COURSES OF STUDY FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

COMMUNICATE IN RUSSIAN - Part 1

7543.02

FL003 640

DIVISION OF INSTRUCTION • BULLETIN IQ • JANUARY 1972

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Published by the Dade County School Board

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TOTAL VOCABULARY FOR UNITS 1-5 18

REFERENCES 20

COURSE DESCRIPTION

Talk to a friend on the phone. Discuss everyday activities from writing to playing soccer. Go on a picnic to the mountains -- Russian style.

While engaging in the above activities, you will learn to use critical structure of the Russian language both orally and in writing. Among the basics will be the use of nouns, pronouns and verbs.

BROAD GOALS AND PERFORMANCE OBJECTIVES[1]

The learner at the end of this course, according to his level of maturity and achievement, will be able to at least:

LISTENING

L-1 discriminate between Russian hard and soft consonants when isolated in orally presented groups of words with 75% accuracy.

L-2 imitate familiar "basic sentences" and "basic dialog" models, including pronunciation, intonation and juncture, with 70% of responses evaluated to be readily understandable to a native speaker.

L-3 demonstrate an understanding of the Russian language when, given samples of the familiar content of this course or new arrangements thereof spoken at normal tempo, he selects the culturally acceptable response from a group of orally presented answers with 70% success.

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1. These objectives are presented in five(5) skills groups: listening (L), speaking (S), reading (R), writing (W) and miscellaneous (M). The letter-numbers used here will have corresponding letter-numbers in the sample evaluation section to help key objectives to evaluation samples.

SPEAKING

S-1a pronounce Russian words sampling hard and soft consonant sounds after hearing the model with 75% of the responses judged readily understandable to a native.

S-1b pronounce Russian words sampling the voiced and voiceless counterpart consonants after hearing the model with 75% of the responses judged readily understandable to a native speaker.

S-2 speak with acceptable Russian pronunciation, intonation and juncture in 70% of the responses in a free response situation using previously learned Russian content or recombinations thereof.

S-3 perform necessary changes in form and order as regards the following grammatical concepts with 70% success in oral structure drills (person-number substitution, replacement etc.) using familiar material:

-a person and number agreement of first conjugation verbs.

-b agreement of gender and number.

-c pronoun agreement.

-d possessive adjective agreement.

READING

R-1a recognize and pronounce acceptably the sound-letter correspondence with 75% success from a printed list of familiar words sampling hard and soft consonants, especially soft л, hard л, м, ш, and ч.

R-1b recognize and pronounce acceptably voiced and voiceless counterpart consonants in both initial and final positions with 70% success from a printed list of familiar words sampling the following six pairs of counterpart consonants:

б - п в - ф г - к д - т ж - ш з - с

R-2 demonstrate direct reading comprehension in Russian of material already mastered audiolingually by selecting 70% of the correct printed answers to printed questions on a short printed selection(no more than thirty words).

R-3 read (orally) familiar material in sentence form with pronunciation and meaningful intonation and juncture judged to be acceptable to a native speaker in 70% of sentences attempted.

WRITING

W-1 copy correctly in Cyrillic script from Cyrillic print any previously audiolingually-mastered material (100% accuracy desired).

W-2 write in Cyrillic script dictation of familiar idiomatic expressions and "dialogs" mastered audiolingually with 70% accuracy in spelling and punctuation.

MISCELLANEOUS

M-1 make three comparative statements between the target and native cultures based on the dialogs.

M-2 demonstrate any of various reasons for studying the Russian language as evidenced by participation in discussion groups, research projects and making of art.

M-3 identify three comparisons between other languages and the target language which demonstrate his understanding of the nature of language and how it works.

COURSE CONTENT

I. On the Telephone (5 weeks)

A. Conversation topics:

1. Doing

a. listening

b. watching

c. playing, beginning to play

d. throwing (ball)

e. reading

f. writing

g. singing

h. taking

i. waiting

2. Where do you live?

3. Does he know how to play

a. soccer?

b. volleyball?

c. basketball?

d. tennis?

e. chess?

f. cards?

4. Do you understand

a. Russian?

b. English?

5. Mastery of additional vocabulary

B. Grammar Explanations

1. Алло used for telephone

   а and и as conjunctions

3. The present tense of verbs

   a. stem

   b. endings

   c. infinitive

   d. accompaniment of pronoun

   e. three English equivalents of Я играю....

   f. three groups of first conjugation verbs

   g. presence of the vowel е in most first conjugation forms.

   h. pattern of у or ю being used for both first person singular and third person plural

   i. three possible stress patterns:

      (1) other than ending - throughout

      (2) ending throughout

      (3) ending for first person singular; stem stress for all other forms

C. Audiolingual techniques to be employed by student:

1. vocabulary

   a. dialog completions

   b. free substitutions

   c. antonym drills

   d. questions on basic dialog

e. conversation stimulus

2. structure drills

a. person number substitution

b. cued response

c. patterned response

d. progressive substitution

e. free response

f. free substitution

g. double item substitution

h. questions

i. dialog variations

j. conversation stimulus

3. writing exercises

D. Continued development of pronunciation, reading and writing skills already initiated

E. Culture

1. continue with audio-visual, text illustrations and independent research

2. songs

a. Калинка

b. Полюшко Поле

II. A Trip to the Mountains (4 weeks)

A. conversation topics

1. Where is your _____? (my, his, her, their, our)

2. Is this your _____? (my, his, etc.)

3. Whose is this _____?

4. Who has _____?

5. The boys are waiting.

6. The cookies are ready.

7. mastery of additional vocabulary

B. Grammatical explanations

1. particle же

2. здесь, тут

3. деньги

4. закуска и печенье

5. gender of nouns

a. masculine - consonant ending

b. feminine а,я endings

c. neuter о,е endings

6. soft sign ь

7. living beings

8. m. or f. plural - ы or и ending

9. irregular plural ребята

10. possessive adjectives

a. agree in number with the thing possessed

b. agree in gender with the thing possessed

11. different possessive adjectives

a.	мой	моя	моё	мои
b.	твой	твоя	твоё	твои
c.	чей	чья	чьё	чьи
d.	наш	наша	наше	наши
e.	ваш	ваша	ваше	ваши

12. Third person possessives

a. agree with possessor in number

b. agree with possessor in gender

C. Audiolingual drills used by student

1. vocabulary

a. questions

b. contextual response

c. completions

d. patterned response

2. structure

a. patterned response

b. noun to pronoun

c. cued response

d. item substitution

e. expansion

f. мой to нам

g. твой to вам

h. directed dialog

i. progressive substitution

j. directed dialog

k. conversation stimulus

3. writing drills

a. free substitution

b. sentence construction

D. Continued development of pronunciation, reading and writing skills already initiated

E. Culture

1. continue with audio-visual, text illustration and independent research
2. songs
   a. Во Кузнице
   b. У Попа Была Собака

EXPANSION OF MATERIALS

This course is intended to follow the course entitled SURVIVE A RUSSIAN PARTY 7543.01 Dade County Board of Public Instruction, Division of Instruction. In that course, the section on expansion of materials deals with the problems of pronunciation and reading and writing Cyrillic print and script. For continuation or reinforcement of these skills, you may find it profitable to utilize materials from that course.

Both units presented in this course utilize typical audiolingual methods. A review of these methods and procedures prior to instruction will prove beneficial.

While the text authors suggest that a unit can be completed in 10-12 days, actual classroom experience has shown that the materials require at least twice that amount of time. The teacher's edition provides the teacher with simple quizzes to indicate student progress toward completion of the unit. There is an exercise workbook and a testing manual which are helpful to the teacher as well.

The authors of this quinmester feel that the teacher's edition and supplementary materials provide thorough expansion of text content. The inclusion of independent research and song singing will broaden the students' exposure to the target culture.

Should time remain after the objectives of this course are met, proceed to the next unit.

SAMPLE EVALUATION

(coded to course objectives)

L-1 You will hear ten Russian words. In the pause after each word, indicate whether the "L" sound in the word is soft or hard. Use the letter S for soft; H for hard.

1. поняи
2. отлично
3. делать
4. плохо
5. фильм
6. баскетбол
7. болен
8. журнал
9. пластинки
10. телефон

L-2 Repeat the following sentences after the model. The teacher will evaluate each sentence to be either understandable or not understandable (to a native speaker). If not understandable, the teacher will mark the proper column to indicate a specific problem.

SAMPLE GRADING SHEET: (may be dittoed)

Name John Smith Date March 1, 1973

Imitation exercise:

Understandable	NOT	Pronunciation	Intonation	Juncture
1. ✓				
2.	✓		✓	✓
3.	✓	✓		

EXAMPLES OF SENTENCE OR DIALOG MODELS:

1. Андрей? Здравствуй!
2. Слушаю радио. Хороший джаз.

3. Ты читаешь журнал?

4. Он умеет играть в футбол?

5. Они только начинает играть.

L-3 You will hear a series of statements. After each one the speaker will make two further statements -- A and B. Only one of these naturally continues the thought of the first statement. You are to decide which one it is. Indicate the correct answer by marking either A or B on your answer sheet.

1. Игроки уже на поле.

   a. Они бросают мяч.

   b. Они идут в парк.

2. Я дома.

   a. Я играю в баскетбол.

   b. Я слушаю радио.

3. Я смотрю телевизор.

   a. Сегодня хороший фильм.

   b. Я как раз спрашиваю.

4. Он опят спрашивает.

   a. Почему ты не отвечаешь?

   b. Почему ты не берёшь

5. Он редко играет в футбол.

   a. Он здоров.

   b. Он очень занят.

S-1a Repeat the following list of words exactly as you hear them. The teacher will will mark either U (understandable) or NU (not understandable) on your paper. You must have seven of the ten marked with a U to complete the exercise successfully.

1. учитель
2. Коля
3. Оля
4. болен
5. отлично
6. плохо
7. футбол
8. слушать
9. журнал
10. пластинки

S-1b The same instructions apply to this list of words as apply to that in exercise "S-1a" :

1. хлеб
2. готов
3. диалог
4. джаз
5. лимонад
6. свитер
7. редко
8. сделать
9. блузка
10. книжка

S-2 Answer the following oral questions orally:

1. Он хорошо играет в карты?
2. Кто хорошо играет в баскетбол?
3. Вы каждый день слушаете радио?
4. Вы иногда слушаете пластинки?
5. Вы умеете играть в шахматы?

ORAL EXERCISES:

S-3a	. Я играю в мяч.	Я играю в мяч.
	. Ты _____.	Ты играешь в мяч.
	. Он _____.	Он играет в мяч.
	. Мы _____.	ит.д.
	. Вы _____.	
	. Они _____.	
S-3b	. Зонтик не нужен.	Зонтик не нужен.
	. Свитер _____.	Свитер не нужен.
	. Куртка _____.	Куртка не нужна.
	. Пальто _____.	ит.д.
	. Спички _____.	
	. Одеяло _____.	
S-3c	. Сумка здесь?	Да <u>она</u> здесь.
	. Печенье там?	Да <u>оно</u> там.
	. Пирожки здесь?	ит.д.
	. Лимонад внизу?	
	. Хлеб там?	
	. Варенье тут?	
S-3d	.(сумка) (твой)	Это твоя сумка.
	.(свитер) (мой)	Это мой свитер.
	.(книги)(чей)	Чьи это книги?
	.(парта) (чей)	ит.д.
	.(радио) (её)	
	.(радио) (наш)	

R-1a Read the following words to your teacher, being careful to pronounce them correctly.

1. джаз
2. ждёт
3. лишний
4. мешок
5. вещи
6. плащ
7. ваш
8. кошелок
9. почему
10. чай

R-1b Read the following list to your teacher. Remember the paired counterpart consonants.

1. автомобиль
2. свитер
3. завтра
4. близко
5. книжка
6. твой
7. всегда
8. отзвук
9. водка
10. отвечать
11. редко
12. сделать

R-2 Read the following dialog. Demonstrate comprehension by correctly answering the multiple choice answers which follow the selection:

Серёжа -- Тамара! Куда ты идёшь?

Тамара -- Домой.

Серёжа -- Домой? Ты не знаешь что сегодня матч?

Тамара -- Нет! Но я больна. До свидания.

1. Кто идёт домой?
   A. Серёжа
   B. Тамара
2. Когда матч?
   A. Сегодня
   B. Завтра

R-3 Read the following to your teacher with meaningful pronunciation, intonation and juncture:

A Брат не идёт в поход.

B Почему?

A Он болен.

W-1 Copy the following in Cyrillic script. Strive for perfection:

Андрей и Борис не идут в поход.

Почему?

Они больны!

W-2 Write the following dictation paying attention to spelling and punctuation:

Твои родители хорошо читают по-русски.

Что ты делаешь завтра?

M-1 Make three statements which compare life as you live it and life in the dialogs from units 4 and 5 .

M-2 List as many reasons as possible for studying Russian culture and the Russian language.

M-3 Compare the Russian language to the English language using things you have learned in this course as points of comparison.

СЛОВАРЬ

а
акт
актёр
альбатрос
алгебра
алло
американский
апрель
армия
асфальт

атлет
балерина
балет
банан
бандит
банк
баскетбол
бейсбол
бизон
биология

бифштекс
близко
болен
бомба
борщ
брат
брать
бросать
будет
бутерброды

бутылка
в
варенье
ваш
вечером
вещи
виза
вино
вирус
витамин

вместе
внизу
водка
волейбол
восемь
вот
всегда
всё
вы
где

генерал
география
гимн
гимнастика
гном
говори
горилла
готов
грамматика
гусь

да
далеко
дата
два
девочки
девять
дела
делать
дельфин
день

деньги
десять
джаз
джунгли
диск
доберман-
пинчер
доктор
дома
домой

дороге
драма
думать
ей
его
её
есть
жакет
ждать
же

жираф
жить
журнал
журналист
завтра
закуска
занят
здесь
здоров
здравствуйте

зебра
знаком
знаю
знать
зона
зонтик
и
играть
игроки
идти

идиот
или
иногда
инстинкт
институт
интрига
история
йод
их
каждый

кажется
как
как всегда
как раз
какой
как так
календарь
канарейка
кандидат
капитан

карп
карты
кафе
кенгуру
кино
класс
климат
клоун
кобра
когда

концерт
корзина
кот
кофе
кошелёк
краб
кто
куда
культура
куртка

ладно
лампа
лейтенант
ликёр
лимон
лимонад
лингвистика
литература
личный
лодка

магазин
майор
макароны

мальчики
мама
манёвр
марабу
маршал
математика
матрос

матч
мать
место
мешок
мимика
минус
минута
мода
мои
мой

музей

музыка
мустанг
мы
мяч
на
на вы
на ты
начинать
не

недалеко
нейлон
нет
никогда
ничего
но
новости
новый
нос
нота

ну
нужен
одеяло
один
он
она
оно
они
опера
опять

орангутанг
оставь
ответьте
отвечать
отец
очень
очки
палатка
пальто
паника

пантера
папа
парад
парашют
парк
перчатки
петь
печенье
пилот
пингвин

пинг-понг
пирожки
писать
письмо
питон
план
пластинки
плащ
плохо
плюс

по
по-английски
поле
полная
полотенце
понимать
пожалуйста
позовите
порт
ро-русски

почему
почта
пошли
привет
приходи
приятель
провизия
проигрыватель
профессор
пульс

пума
пять
радар
радио
радиоприёмник
раз
ракета
ребята
редко
репортёр

рептилия
ресторан
рис
риск
родители
рубль
румба
рюкзак
салют
салями

сандвич
сардина
свитер
свободен
себе
сегодня
семь
сенбернар
сержант
сестра

сироп
скажите
сколько
скунс
слушать
смотреть
советский
согласен
сода
соль

соус
соя
спальный
спарка
спасибо
спеши
спички
спорт
спортивные
спрашивать

спросите
спутник
стадион
стюардесса
сумка
суп
так
так себе
такт
там

тарантул
твой
телевизор
теннис
теперь
термит
терьер
тигр
только
тоже

тост
три
туннель
турист
тур
тут
ты
у
уже
у кого

у вас
у меня
у нас
у него
у неё
у них
университет
уверен
уметь
урок

учитель
учителя
учительница
факт
физика
филе
фильм
фламинго
фокс
фотоаппарат

фронт
фрукт
футбольный
характер
химия
хлеб
хороший
хорошо
хулиган
цемент

цензор
центр
цирк
чай
часто
чей
чек
чемпион
четыре
читать

шакал
шанс
шарада
шахматы
шпинат
шерберт
шесть
школа
шпиц
штат

шторм
эксперт
эмигрант
это
я
ягуар
як
яхта

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HOUSING AND HOMELIFE (A295-1)
SCHOOLS AND PIONEER ACTIVITIES (A295-2)
AGRICULTURE (A295-3)
FOODS, MARKETS, AND STORES (A295-4)
TRANSPORTATION AND COMMUNICATION (A295-5)
FOUR CITIES OF THE USSR (A295-6)
NATIONAL RESOURCES (A295-7)

Songs: "Калинка" Soviet Army Chorus and Band, Angel Records - New York.

"Полюшко-поле" Soviet Army Chorus and Band, Angel Records, New York

"Во кузнице"
"У попа была собака" } (for availability of these songs, contact supervisor of F. Lang.)